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ABSTRACT

During the summer of 1968, the Los Angeles City Unified School District completed a proposal which was funded for the establishment of the Jordan Educational Complex. The goals of this program were to: develop programs in early childhood education; develop programs to expand the individualization of instruction; develop programs to increase the effectiveness of teachers through staff development; increase school-community participation in educational decision-making; provide racially and socially shared learning experiences; and, develop programs to facilitate transition to the world of work. These goals were operationalized through the establishment of 12 programs: Family Centers; Expanded Kindergarten; Individualized Reading Instruction; Staff Development; School-Community Advisory Committees; Advisory Boards; Summer Enrichment Exchange Program; Guidance Center; Articulation Counselor; Child Welfare and Attendance; Curriculum Development; and, Mini Grants. The report format for each of these components contains the elements: component description, objectives, and statistical results. The stated objectives are those which incorporate the more specific objectives for each year of the project. Very little data were available for 1969-70, and none for 1968-69; therefore, the statistical results for each component are reported only for the 1969-70 and the 1970-71 school years. (Author/RJ)

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LOS ANGELES UNIFIED SCHOOL DISTRICT

THREE YEAR EVALUATION REPORT
for the
JORDAN EDUCATIONAL COMPLEX PROGRAM

Prepared by

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INTRODUCTION

When ESEA Title III funds began to be distributed by the U. S. Office of Education in 1965, the requirements for such funds were basically that the project be innovative and exemplary in nature. Although many different definitions were applied to the terms "innovative" and "exemplary," there tended to be a consistency among funded projects with respect to their intent. Generally, many of the initially funded projects under ESEA Title III tended to have as their goal the increasing of a group of students' cognitive skills in some content area.

Figure 1 displays an organizational structure of variables that affect the outcomes of an educational program along with that factor (student-content-cognitive) within which many initially funded ESEA Title III projects could be categorized. A factor is simply a combination of one variable from each dimension.

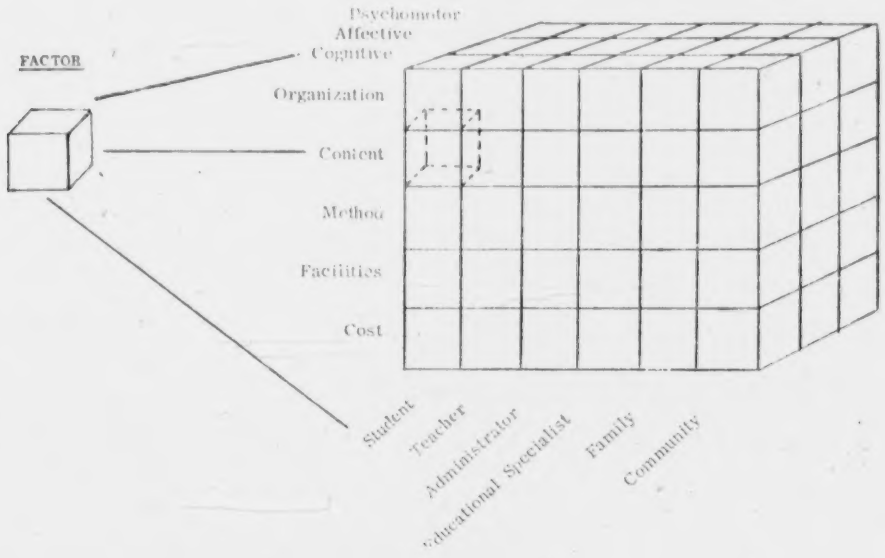

FIGURE 1

ORGANIZATIONAL STRUCTURE OF VARIABLES INFLUENCING EDUCATIONAL PROGRAMS

However, during the summer of 1968, the Los Angeles City Unified School District completed a proposal which was funded for the establishment of the Jordan Educational Complex. The goals of this program were to:

1. develop programs in early childhood education.
2. develop programs to expand the individualization of instruction.
3. develop programs to increase effectiveness of teachers through staff development.
4. increase community-school participation in educational decision-making.
5. provide racially and socially shared learning experiences.
6. develop program to facilitate transition and to the world of work.

These goals were operationalized through the establishment of the following programs:

1. Family Centers ✓
2. Expanded Kindergarten ✓
3. Individualized Reading Instruction ✓
4. Staff Development ✓
5. School-Community Advisory Committees
6. Advisory Boards
7. Summer Enrichment Exchange Program
8. Guidance Center ✓
9. Articulation Counselor ✓
10. Child Welfare and Attendance ✓
11. Curriculum Development ✓
12. Mini Grants ✓

As implied by the establishment of the above programs, the Jordan Educational Complex was not only concerned with the increasing of students' cognitive skills in some content area, but the Complex was also concerned with many other variables that would interact and directly influence the outcomes of the Jordan Educational Program.

Below is a list of the factors that were evaluated over the three years during which the Jordan Educational Complex Program was funded:

1.	Student	-	Content	-	Cognitive
2.	Student	-	Organization	-	Affective
3.	Student	-	Content	-	Affective
4.	Student	-	Method	-	Affective
5.	Student	-	Facilities	-	Affective
6.	Teacher	-	Content	-	Cognitive
7.	Teacher	-	Method	-	Cognitive
8.	Teacher	-	Method	-	Affective
9.	Teacher	-	Facilities	-	Affective
10.	Administrator	-	Organization	-	Affective
11.	Family	-	Content	-	Cognitive
12.	Family	-	Content	-	Affective
13.	Family	-	Method	-	Cognitive
14.	Family	-	Method	-	Affective
15.	Community	-	Content	-	Cognitive
16.	Community	-	Content	-	Affective

As one can readily conclude, the Jordan Educational Program was truly one that could be considered totally comprehensive in its approach to the implementation of change in an educational system.

This report will indicate by component the above factors which can be directly incorporated into its scope and objectives.

The report format for each component contains the following elements:

1. Component Description
2. Objectives
3. Statistical Results

It should be noted that the stated objectives are those which incorporate the more specific objectives generated for each year of the project. Also, no data were available for the 1968-69 school year and very little data were available for the 1969-70 school year. Therefore, the statistical results for each component will be reported only for the 1969-70 and 1970-71 school years.

In reviewing the following component reports, the reader must be aware that the transiency rates for schools in the Jordan Educational Complex Program are very high. Tables 1 and 2 provide some pertinent information that should be taken into consideration when interpreting the data found in this report.

TABLE 1

1968-69 SCHOOL YEAR TRANSIENCY RATES

School and Area	Enrollment	Pupils Leaving School	Pupils Entering School	Total Pupil Transients	% Pupil Transients of Enrollment	Rank Among 434 Schools
Compton Avenue	670	155	211	366	54.6	143
Grape Street	994	184	335	519	52.2	163
111th Street	1,098	236	324	560	51.0	170
102nd Street	1,338	198	187	385	28.8	401
Ritter	475	106	147	253	53.3	156

TABLE 2

1969-70 SCHOOL YEAR TRANSIENCY RATES

School and Area	Enrollment	Pupils Leaving School	Pupils Entering School	Total Pupil Transients	% Pupil Transients of Enrollment	Rank Among 434 Schools
Compton Avenue	628	234	144	378	45.7	299
Grape Street	986	352	301	653	66.2	63
111th Street	1,083	312	222	534	49.3	183
102nd Street	1,284	332	311	643	50.1	176
Ritter	439	133	126	259	59.0	102

ADVISORY BOARD

A. Component Description

The Jordan Educational Complex Advisory Board served to give direction and articulation to the Complex schools through the School-Community Advisory Committees. The duties of the members of the Complex Advisory Board were as follows:

1. Attend regularly scheduled meetings.
2. Determine educational needs of the Complex area.
3. Evaluate ideas submitted through the mini-grant applications. Details of this procedure are outlined under "Mini-Grants."
4. Assist in recruitment and retention of personnel serving the schools within the Complex.
5. Provide liaison between the school and community.
6. Keep their respective School-Community Advisory Committee or group informed of actions taken.
7. Work closely with the School-Community Coordinator.

The Jordan Educational Complex Advisory Board worked to bring about unity of purpose and assure a better understanding of pre-kindergarten through high school and adult education programs. Responsibilities and authority allocated to the Complex Advisory Board were gradually increased to determine the availability and effectiveness of this sub-system organizational pattern.

The following factors were incorporated into this component:

1. Community - Content - Cognitive
2. Community - Content - Affective

B. Overall Objectives

Over the three years, the general objectives of the Advisory Board Component were to:

1. increase the skills of parents, board members, and committee members in making effective educational decisions.
2. increase awareness of parents, board members, and committee members of the Educational Complex Program.

C. Statistical Results

Table 3 shows the responses to a questionnaire administered to the members of the Advisory Board at the end of the 1969-70 school year.

TABLE 3

RESPONSES TO A QUESTIONNAIRE FROM THE ADVISORY BOARD IN 1970
(N 9)

Item	Never	Some-times	Fre-quently	Always
*1. Do you feel that your participation on the Complex Advisory Board was worthwhile?	1	2	3	3
2. Were you able to contribute in the program in the manner you would have liked to?	2	3	1	2
3. Were you, as a parent, recognized as an important part of the Complex Advisory Board?	1	1		2
4. Do you feel the Advisory Committee has been used as a rubber stamp?	3	2	2	1
5. Does the Complex staff respect you as their equal?	1	2	2	2
6. How often have your suggestions been put into effect by the staff?	2	3	2	1
*7. How often does the staff want to make all of the decisions?	5	1	2	
8. Do you think teachers feel threatened by parent involvement?	4	3		
*9. Do you feel the administrators are eager to have you participate?		1	3	3
*10. To what extent should parents be involved in helping school personnel solve educational problems?		2	6	
11. Have you seen improvement in the education of children in the Complex since parents have been involved in planning activities?		7	1	
12. Do you think you received enough information on programs, budgets, staff development, the operation of the Complex and the Los Angeles City Schools to make you effective?		5	3	
13. Is your attitude toward school more positive than before you joined the Complex Advisory Board?		4	3	

* Indicates an overall positive response

In general, it can be concluded that in some areas (see Items 1, 7, 9, 10), the Advisory Board was perceived as serving a very important function in the Jordan Program with respect to making effective educational decisions.

Tables 4 and 5 show the attitudes of various members of the community toward the components of the Jordan Complex Program in 1969-70 and 1970-71 respectively.

TABLE 4

RESPONSES TO THE PARENT-COMMUNITY QUESTIONNAIRE FOR 1969-70

	Yes	No
*1. Do you feel you have been informed about your child's school work?	115	19
*2. Have you heard of the Family Center in your community?	89	67
*3. Do you feel the Advisory Board will help the schools do a better job?	108	1
*4. Do you feel you are free to come to school to talk to your child's teacher?	124	15
*5. Do you feel you understand the purpose of this new program in reading?	110	20
*6. Do you think black history and culture should be included in your children's school program?	120	11
*7. Would you like to get better acquainted with the teachers of your children?	121	14
*8. If you were asked, would you help teachers work with the children at your school?	106	18
*9. Do you feel that most of the teachers are doing a very good job of teaching?	115	8
*10. Do you feel that some of the teachers in your children's school do not understand black people?	74	33
N 134		

* Indicates an overall positive response

TABLE 5

COMMUNITY RESPONSES TO THE ADVISORY BOARD QUESTIONNAIRE FOR 1970-71
(N = 20)

		Does Not Apply 1	Quite Inadequate 2	Less Than Adequate 3	Adequate 4	Highly Adequate 5	Mean
*1.	Complex Advisory		1	5		10	4.2
*2.	School Community Advisory Committee leadership training				5	11	4.7
*3.	Articulation Counselor	1			3	11	4.5
*4.	Educational Experiences (bus trips)	1		2	3	12	4.4
5.	Family Center	2	1	3	3	7	3.8
*6.	Guidance Center	3		1	2	10	4.0
*7.	Mini Grants				2	14	4.9
*8.	Mini Science Center			1	1	13	4.8
*9.	Reading		2	5		10	4.1
*10.	Expanded Kindergarten	1	1	3		11	4.2

* Indicates an overall positive response

As the data show, the Advisory Board appeared to be very successful in bringing about a positive attitude in the community toward the Jordan Educational Complex Program over the last two years.

Finally, in the latter part of the 1970-71 school year, a ten-item instrument was administered to members of the Advisory Board to determine their degree of knowledge of parliamentary procedures. (See Appendix A for a copy of the instrument.)

Table 6 shows the distribution of scores.

TABLE 6

DISTRIBUTION OF SCORES ON THE JORDAN ADVISORY BOARD TEST
(N = 28)

Score in Percent	Frequency
30	1
40	1
50	3
60	9
70	5
80	3
90	6

The mean score was 67.5% which not only reflects that the Advisory Board did possess a certain degree of knowledge of parliamentary procedures, but it also indicates a need for increased knowledge in this area.

ADVISORY COMMITTEE

A. Component Description

The main function of the School Advisory Committee was to determine the educational needs of the school community, and to offer ideas for improving the educational program. More specifically, the responsibilities of members of the School Advisory Committee were as follows:

1. Attend regularly scheduled meetings.
2. Determine educational needs of the school community.
3. Offer ideas for improving educational program.
4. Help determine priorities in the selection of programs to meet the needs of the community.
5. Evaluate those programs implemented.
6. Provide resource personnel for orientation of school staff to the community.
7. Assist in selection of para-professionals to work in the schools.
8. Aid in the recruitment of personnel to staff the schools.
9. Provide liaison between the school and community.
10. Become informed on state laws and Board of Education Rules and Regulations.
11. Appoint members to serve on the Complex Advisory Board.
12. Determine mini-grant program priorities.

One committee was organized in each of the Complex schools. Therefore, Advisory Committees were organized at the five elementary schools, one junior high school, and one high school.

Each committee met on a regular monthly basis as an advisory group to the local school principal for the purpose of not only assessing the needs of the educational program and making subsequent recommendations, but also for establishing a very important communication link between a given school and the community it served.

The following factors were incorporated into this component:

1. Community - Content - Cognitive
2. Community - Content - Affective

B. Overall Objectives

Over the three years, the general objectives of the Advisory Committee Component were to:

1. increase the members' knowledge of decision-making applicable to advisory committees.
2. serve as the communication link between the individual school and the community it served as reflected in positive community attitudes toward the total Jordan Educational Complex Program.

C. Statistical Results

During the 1969-70 school year, a thirteen-item questionnaire was administered to members of the various Advisory Committees to assess their attitudes toward the Advisory Committee Component. Table 7 shows the results.

TABLE 7

RESPONSES TO A QUESTIONNAIRE BY SCHOOL ADVISORY COMMITTEE MEMBERS IN 1970
(N 35)

Item	Never	Some-times	Fre-quently	Always
*1. Do you feel that your participation on the Complex Advisory Board was worthwhile?	1	7	12	14
2. Were you able to contribute in the program in the manner you would have liked to?	2	14	9	8
*3. Were you, as a parent, recognized as an important part of the Complex Advisory Board?		6	7	21
*4. Do you feel the Advisory Committee has been used as a rubber stamp?	18	11		4
*5. Does the Complex staff respect you as their equal?	3	9	6	15
6. How often have your suggestions been put into effect by the staff?	4	12	14	2
*7. How often does the staff want to make all of the decisions?	11	8	8	7
*8. Do you think teachers feel threatened by parent involvement?	12	9	6	6
*9. Do you feel the administrators are eager to have you participate?		10	10	12
*10. To what extent should parents be involved in helping school personnel solve educational problems?		3	4	27
11. Have you seen improvement in the education of children in the Complex since parents have been involved in planning activities?		28	5	
12. Do you think you received enough information on programs, budgets, staff development, the operation of the Complex and the Los Angeles City Schools to make you effective?		22	11	

* Indicates an overall positive response

As the responses indicate, the School Advisory Committee's members tended to feel that the Advisory Committee played a very important role in the assessment of school needs and the recommendation for change.

During the 1970-71 school year, a leadership training workshop was held for selected members of School Advisory Committees. In analyzing the results of the leadership training workshop, the members showed a statistically significant increase in (1) their knowledge of the process of decision-making applicable to advisory committees, and (2) their positive responses to factors related to their membership on school advisory committees. (See Appendix B for copies of the instruments.)

Also during the 1970-71 school year, two meetings were observed (one in January and one in May) of each School Advisory Committee during which participation by the members was recorded using the following categories:

1. Classification
2. Initiating questions
3. Answers questions
4. Challenging an idea
5. Expanding an idea
6. Making suggestions
7. Motions
8. Reports
9. Other

Table 8 shows the pre- and post-frequencies in each of the above categories by School Advisory Committee.

TABLE 8

PRE- AND POST-FREQUENCIES OF PARTICIPATION IN SCHOOL ADVISORY COMMITTEE MEETINGS

School	Frequency of Responses by Category																			
	1		2		3		4		5		6		7		8		9		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Compton	8	26	10	21	3	11	2	5	3	22	3	7	0	0	6	7	0	9	35	108
Grape	10	4	28	27	25	22	2	6	8	60	14	6	2	1	13	13	15	7	117	146
Family Center	8	36	22	37	13	31	7	33	9	36	6	34	4	2	1	8	0	27	70	244
Ritter	3	8	10	13	7	25	4	8	6	12	10	11	2	4	2	6	0	0	44	87
111th Street	4	2	2	3	5	3	1	1	5	2	4	3	1	2	3	2	2	0	27	18
Total	33	76	72	101	53	92	16	53	31	132	37	61	9	9	25	36	17	43	293	603

With the exception of category 7, there was an increase in frequency of participation between pre- and post-observations across all Advisory Committees. Also, each Advisory Committee showed an increase in pre- and post-frequencies across all categories.

Finally, information from Tables 4 and 5 under the Advisory Board Component supported the fact that the community in general had a positive attitude toward the total Jordan Educational Complex Program. These results must also be recognized as supportive evidence of the successful role that the Advisory Committees played as the communication link between the schools and the community they served.

STAFF DEVELOPMENT

A. Component Description

A philosophy permeated the Jordan Educational Complex which placed a high priority on staff development before any efforts were directed toward changing approaches to instruction. This served as a catalyst resulting in dramatic and significant changes in teachers' attitudes and created an educational atmosphere "to try new ideas" to improve the quality of instruction. Developing receptive attitudes for change in teachers, pupils, and parents was an extremely slow process. Staff development has been the foundation for improvements in instruction and pupil progress achieved in the Jordan Educational Complex.

There has been enthusiastic support and participation in staff development at all levels of the community. Parents, teachers, colleges, and universities have been involved in planning and implementing staff development experiences.

During the 1969-70 school year, ninety primary teachers participated in staff development activities. Specialists in individualized reading helped teachers gain expertise in areas of individualized instruction, planning, organizing, evaluating, conferencing, record-keeping, diagnosing, developing pupil choices, and working with aides. Each teacher wrote his own program description of the classroom organizational structure, methodology and materials to be used, and stated facilities of his classroom.

Each school planned its own staff development. Ten to twelve hours per teacher were provided. Emphasis was placed upon making instructional materials for teaching specific skills. Sessions on decoding, diagnosing, record keeping, and language development were included.

Three college extension classes in individualized reading were offered at local school sites through special arrangements between college and staff. Sixty-four teachers attended the classes and paid their own tuition. A college class in Human Interaction and the Group Process had thirteen enrollees. Several extra sessions on reading were provided teachers without cost to the project.

Also, during the 1969-70 school year, Complex personnel working with the Expanded Kindergarten Program received twelve hours of staff development from Southwest Regional Laboratories personnel and the elementary coordinator.

In September, 1970, teachers in grades K-4 attended twelve hours of staff development sessions prior to the opening of school with 95% of the teachers participating. Also, throughout the school year, each school was involved in conducting six to eight hours on-site workshops to meet specific "frontline problems." Similar training sessions were provided for education aides. Some of the content emphases in these workshops included: (1) Writing behavioral objectives, (2) Developing and monitoring program descriptions, (3) Selecting appropriate curriculur materials, (4) Planning, implementing and evaluating a successful individualized reading program which included: (a) planning and organizing, (b) developing pupil choices, (c) working with aides, (d) diagnosing and prescribing, (e) developing critical thinking skills, (f) developing and maintaining meaningful classroom environment, and (g) conferring effectively with pupils and parents, and (5) Implementing classroom management systems.

During the 1970-71 school year the Complex staff: (1) worked with colleges and universities to offer specially-designed courses on local school sites, (2) assisted teacher consultants in developing, organizing, implementing, and evaluating six to eight hours staff development at each school site,

(3) supplied information literature on latest educational research through distribution of appropriate journals, papers, books, films, and tapes to staff on a continuous basis, (4) provided opportunities for teachers and other staff members to attend conferences and workshops on individualizing instruction, (5) bi-weekly professional growth meetings were held by the Curriculum Director for teacher consultants, (6) administrators and teachers visited Complex and non-Complex schools to broaden their awareness of varied instructional organizational patterns to individualize reading, and (7) encouraged publishing companies to provide special consultant assistance to teachers utilizing their instructional materials (Holt, Scholastic, MacMillan, Harper-Row and others).

The following factors were incorporated into this component:

1.	Teacher	-	Content	-	Cognitive
2.	Teacher	-	Method	-	Cognitive
3.	Teacher	-	Method	-	Affective
4.	Teacher	-	Facilities	-	Affective

B. Overall Objectives

Over the three years, the general objective of the Staff Development Component was to provide the staff with experiences designed to build/extend their instructional skills and to improve the quality of their interaction with pupils, parents, and other staff members in educational planning and decision-making.

C. Statistical Results

An evaluation instrument was administered to the staff in November of 1970, prior to the staff development program and after the program's completion in May, 1971. Table 9 displays the results. (Appendix C contains a copy of the instrument.)

TABLE 9

PRE- AND POST-TEST RESULTS ON THE STAFF DEVELOPMENT EVALUATION INSTRUMENT

Administration	Mean Percent Correct	Difference
Pre	54.3	+8.5
Post	62.8	

As the data indicate, there was an increase of 8.5% in mean correct responses between pre- and post-administrations of the instrument with the post score being 62.8%.

EXPANDED KINDERGARTEN

A. Component Description

The major emphasis of the 180-minute single session kindergarten has been to build a "team approach" to educating the child which includes the parent, the child, and the teacher.

Kindergarten pupils during 1969-70 and 1970-71 school years were provided with two basic programs developed by the Southwest Regional Laboratory (SWRL). These programs were. (1) Instructional Concept, and (2) First Year Communications Skills. Three of these schools (Grape, Compton, and 102nd Street) participated in the field tryouts for these Southwest Regional Laboratory programs during 1969-70 school year. In addition to the Southwest Regional Laboratory kindergarten programs, two schools (Ritter and 111th Street) used the Early Childhood Discovery Materials (MacMillan Co.) during the 1970-71 school year. However, during 1969-70, these two schools were not included in the tryouts for the Southwest Regional Laboratory programs. One school (111th Street) has also used Peabody Language Development Kits during 1969-70 and 1970-71 school years.

The Instructional Concepts Program is designed to help young children learn standard English names of concepts which are important for success in school. The ninety-nine concepts included in the program cover dimensions of color, size, shape, amounts, position, equivalence, and conjunction.

The First Year Communications Skills Program contains fifty-two storybooks heavily illustrated. Children were given these books to read to their parents at home and to form their own home libraries. The program provides an opportunity for each child to (1) read approximately one hundred

words taught directly in the program, (2) sound out and read non-program words composed of sounds taught in the program, and (3) demonstrate comprehension of the materials they read.

Early Childhood Discovery Materials (MacMillan Co.) consists of a large variety of instructional media which focus on light themes depicting elements of the real world which are familiar and interesting to young children. In varied curricula areas, children are encouraged to explore the world around them with eyes, hands, mind, and feelings.

The Peabody Language Development Kits provide an overall language program stressing perception, expression, and conceptualization. Level "P" in the kit makes extensive use of the tactual and visual modes of stimulation. Children first develop "labeling language," and then move into emphases on syntactical and grammatical structure of language, followed by stimulation of logical thinking.

During the non-class period of the 180-minute single session kindergarten, teachers were involved in a variety of instructional activities such as: (1) team planning and teaching, (2) staff development, (3) small group remediation and enrichment instruction for pupils, and (4) individual instruction and counseling for child and/or parent at home or school.

The unique feature of the kindergarten program was the concerted effort to deeply involve the parent in the education of his child by: (1) guiding parents to be aware of the learning possibilities in their home and surrounding community, (2) providing parents with relevant instructional aides and demonstrating how to use these aides at home, and (3) providing guidance for parents on the use of techniques and materials to enhance interest in reading, listening and language experiences for their child.

The following factor was incorporated into this component:

Student - Content - Cognitive

B. Overall Objectives

Over the three years, the general objective of the Expanded Kindergarten Component was to increase the kindergarten students' readiness skills.

C. Statistical Results

During the 1969-70 school year, the increase in readiness skills of the kindergarten students was measured by pre- and post-administrations of the Metropolitan Readiness Test. This test measures (1) word meaning, (2) listening, (3) matching, (4) alphabet, (5) numbers, (6) copying, and also provides a total score.

Tables 10, 11, 12, 13, and 14 show the statistical results by subtest and school.

TABLE 10

MEAN METROPOLITAN READINESS TEST SCORES FOR COMPTON AVENUE ELEMENTARY SCHOOL

Subtest	Pre-Scores N	Pre-Scores $\bar{X}$	Post-Scores $\bar{X}$	t-Values
Word Meaning	46	6.50	6.96	- 1.07
Listening	46	9.22	9.96	- 1.85
Matching	46	4.89	7.83	- 5.55**
Alphabet	44	5.27	11.52	-10.59**
Numbers	41	1.41	11.29	-13.92**
Copying	40	0.68	5.50	- 9.27**
Total	42	28.05	53.40	-16.57**

* $t_{(39,\ .05)} = 2.02$

** $t_{(39,\ .01)} = 2.71$

TABLE 11

MEAN METROPOLITAN READINESS TEST SCORES FOR GRAPE STREET ELEMENTARY SCHOOL

Subtest	Pre-Scores N	Pre-Scores $\bar{X}$	Post-Scores $\bar{X}$	t-Values
Word Meaning	46	11.07	13.07	- 4.44**
Listening	46	10.96	12.39	- 3.18**
Matching	46	6.33	7.89	- 3.15**
Alphabet	46	4.72	11.96	10.34**
Numbers	46	10.22	14.57	- 6.59**
Copying	46	4.98	3.65	2.46*
Total	46	47.87	63.30	- 9.70**

* $t_{(45,\ .05)} = 2.01$

** $t_{(45,\ .01)} = 2.69$

TABLE 12

MEAN METROPOLITAN READINESS TEST SCORES FOR 111TH STREET ELEMENTARY SCHOOL

Subtest	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-Values
Word Meaning	107	5.80	9.04	- 9.82**
Listening	107	8.10	10.81	-10.04**
Matching	107	5.46	7.58	- 6.63**
Alphabet	107	4.07	9.71	-16.11**
Numbers	106	6.26	11.14	-13.56**
Copying	105	1.56	3.07	- 7.55**
Total	103	21.38	61.27	-22.46**

** $t_{(102,\ .01)} = 2.62$

TABLE 13

MEAN METROPOLITAN READINESS TEST SCORES FOR 102ND STREET ELEMENTARY SCHOOL

Subtest	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-Values
Word Meaning	113	5.90	8.62	- 7.16**
Listening	113	8.29	10.27	- 5.66**
Matching	113	4.35	7.78	-12.70**
Alphabet	113	3.97	11.75	-19.95**
Numbers	113	7.22	13.49	-14.58**
Copying	113	3.65	5.30	- 5.50**
Total	113	33.13	57.14	-19.36**

** $t_{(102,\ .01)} = 2.62$

TABLE 14

MEAN METROPOLITAN READINESS TEST SCORES FOR RITTER ELEMENTARY SCHOOL

Subtest	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-Value
Word Meaning	38	8.87	10.87	- 3.64**
Listening	38	10.37	12.11	- 3.55**
Matching	38	5.68	6.71	- 1.84*
Alphabet	38	5.82	12.03	- 8.63**
Numbers	38	9.71	16.68	- 7.74**
Copying	38	1.18	4.29	- 8.89**
Total	38	40.89	62.68	-10.48**

* $t_{(37,\ .05)} = 2.03$

** $t_{(37,\ .01)} = 2.72$

In the 1970-71 school year, the Metropolitan Readiness Test was also used to assess the kindergarten students' increase in readiness skills. Table 15 shows the mean pre- and post-total readiness scores by school.

TABLE 15

MEAN PRE- AND POST-TOTAL READINESS SCORES BY SCHOOL

School	N	Pre-Mean	Post-Mean	Differen	t
Compton	54	30.63	63.85	+33.22	17.30*
Grape	218	37.66	75.57	+37.91	28.29*
111th Street	160	33.74	50.26	+16.52	20.40*
102nd Street	210	43.95	61.65	+17.70	23.60*
Ritter	60	42.73	74.40	31.67	23.12*

* Significant at $\alpha = .01$

Both sets of data show highly significant increases with respect to all kindergarten students' readiness skills over the 1969-70 and 1970-71 school years.

Also, with the exception of 111th Street Elementary School, each school's post-mean total readiness score showed a rather significant increase between the 1969-70 and 1970-71 school years.

INDIVIDUALIZED READING

A. Component Description

During the 1969-70 school year, 87% of the teachers in grades K-3 had individualized programs operating in their classrooms. However, during the 1970-71 school year, 97% of the teachers in grades K-4 had implemented individualized reading programs.

Teachers in the five Jordan Educational Complex elementary schools have moved toward an extensive diagnostic-prescriptive teaching program for 2,652 students utilizing self-contained classrooms with "learning stations," divided day, team teaching, reading laboratories, reading specialists, education aides, instructional packages leading toward the development of retrieval resource centers, a variety of instructional management systems and materials. These varied instructional organizational patterns, developed cooperatively by staff and community representatives, provided an opportunity for a six to seven pupil-teacher ratio through the use of education aides, volunteers and pupil tutors; which enhanced the opportunity to individualize instruction and more extensively develop the pupil's potential to plan, to evaluate, to make choices, to think independently, and to learn how to learn. The program emphases were: (1) to use more relevant instructional materials to broaden pupil interest, (2) through teaming to lower the pupil-adult ratio, (3) to encourage self-selection and self-direction by each pupil, and (4) to plan each child's reading program tailored to his specific needs.

Throughout the three years of the project, teachers, principals, community representatives, and Complex staff analyzed various instructional organizational patterns on a continuing basis and recycled as diagnostic data indicated. Pupils in grades 1-4 received standardized pre-tests in October and post-tests in May. Teachers conducted frequent assessments of pupil progress, interpreted analyses of pre-test data, and implemented prescriptive teaching.

Teachers were assisted in selecting and developing varied applicable instructional management systems and in developing and writing program descriptions. They were assisted by principals, coordinators, evaluation specialist, and Complex staff as they monitored their own program descriptions at two-week intervals and recycled instruction by modifying current operational approaches.

Each teacher was provided with funds (beyond district allocations) to purchase additional instructional supplies and equipment needed to develop "learning stations." These stations were essential to an individualized reading program because children were encouraged to move at their own pace, evaluate their own progress, and to make choices and accept responsibility for their own actions.

Teachers were assisted in the preparation, selection, and requisitioning of appropriate instructional materials. The wide diversity in materials selected focused on diagnosed pupil needs. Some of these materials beyond the basic textbooks such as Harper-Row, Bank Street, and Ginn Series included: (1) Scholastic Individualized Reading Kits, (2) Readers' Digest and Skill Builders, (3) Audio-Reading Progress Labs, (4) Durrell Phonics to Print Kit, (5) READ Series, (6) SRA Reading Kits, (7) Sullivan Programmed Reading Materials, (8) Southwest Regional Laboratory Second Year Communications Skills Program, (9) Southwest Regional Laboratory Learning Mastery System, (10) Relevant Readers, (11) Rheem Remedial Reading Program, (12) Hoffman Reading Laboratory, (14) Scholastic Classroom Library, and (15) varied tapes, records, film strips and games.

As a result of the above, most pupils moved toward becoming self-actuated learners attempting to follow through on their individual commitments or contracts. It is most evident that teachers, pupils, parents, and aides are becoming more self-propelled as a united team with the goal of improved educational experiences.

The following factor was incorporated into this component.

Student - Content - Cognitive

B. Overall Objectives

Over the three years, the general objective of the Individualized Reading Component was to increase the students' reading achievement on an average of one academic year for each school year.

C. Statistical Results

During the 1969-70 school year, the individualized reading program included only grades one through three. In grade one, the Metropolitan Readiness Test was administered in May, 1969, while the Cooperative Achievement Test was administered in May, 1970. Therefore, since two different tests were used in the pre- and post-administrations, comparable results were not possible.

However, Tables 16, 17, 18, 19, and 20 display the pre- and post-first grade results by school.

TABLE 16

FIRST GRADE READING ACHIEVEMENT RESULTS FOR COMPTON AVENUE ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	66	6.30
Listening	67	10.21
Matching	67	7.64
Alphabet	67	12.87
Numbers	67	11.55
Copying	67	6.13
Total	67	54.43
Cooperative Achievement Test, May 1970.		
Grade Placement	56	1.69

TABLE 17

FIRST GRADE READING ACHIEVEMENT RESULTS FOR GRAPE STREET ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	104	7.70
Listening	102	9.41
Matching	102	6.66
Alphabet	102	9.61
Numbers	102	11.01
Copying	102	7.28
Total	102	51.56
Cooperative Achievement Test, May 1970:		
Grade Placement	90	2.07

TABLE 18

FIRST GRADE READING ACHIEVEMENT RESULTS FOR 111TH STREET ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	136	7.60
Listening	136	10.18
Matching	136	7.40
Alphabet	136	10.26
Numbers	136	11.21
Copying	136	7.10
Total	136	53.86
Cooperative Achievement Test, May 1970.		
Grade Placement	103	1.94

TABLE 19

FIRST GRADE READING ACHIEVEMENT RESULTS FOR 102ND STREET ELEMENTARY SCHOOL

Subtest	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	132	6.40
Listening	132	8.81
Matching	132	6.30
Alphabet	132	9.43
Numbers	132	10.77
Copying	132	6.28
Total	132	48.13
Cooperative Achievement Test, May 1970:		
Grade Placement	100	2.08

TABLE 20

FIRST GRADE READING ACHIEVEMENT RESULTS FOR RITTER ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	36	8.10
Listening	36	10.72
Matching	36	7.64
Alphabet	36	11.72
Numbers	36	13.19
Copying	36	7.31
Total	36	58.33
Cooperative Achievement Test, May 1970:		
Grade Placement	36	1.94

For grades 2 and 3 comparable results were compiled. Table 21 shows the pre- and post-grade placement scores in total reading for grade two by school from the Stanford Achievement Test.

TABLE 21

MEAN PRE- AND POST-READING GRADE EQUIVALENT SCORES FOR SECOND GRADE

School	Pre	Post	Difference
Compton	1.4	1.9	.5
Grape	1.5	2.1	.6
111th Street	1.3	2.8	1.5
102nd Street	1.4	2.1	.7
Ritter	1.6	1.8	.2

Table 22 shows the pre- and post-results for grade three compiled for the Stanford Achievement Test.

TABLE 22

MEAN PRE- AND POST-TOTAL READING GRADE EQUIVALENT SCORES FOR THIRD GRADE

School	Pre	Post	Difference
Compton	1.9	2.5	.6
Grape	2.4	2.6	.2
111th Street	2.2	2.8	.6
102nd Street	1.8	2.4	.6
Ritter	2.1	2.5	.4

It appears from the data, that grade two at 111th Street Elementary School attained the pre-specified proficiency level of a one-year growth in 1969-70.

In addition to assessing the students' reading achievement level in the 1969-70 school year, the teachers' attitudes toward selected elements of the individualized reading program were assessed. Table 23 shows the results.

TABLE 23

TEACHER RESPONSES RELATED TO THE INDIVIDUALIZED INSTRUCTIONAL PROGRAM

	Item	Doesn't Apply	Ineffective	Somewhat Effective	Effective	Very Effective
*1.	Value of parent conference as integral part of the program.	3	2	8	9	28
*2.	Assistance from Educational Aide.	5	2	6	8	30
*3.	Value of program descriptions in furthering individualized instruction.	1	6	14	17	10
*4.	Increasing interest of pupil in reading.	1	1	6	22	23
*5.	Overall effectiveness of the program.		1	10	21	17
*6.	Decreasing the number of discipline problems.	4	2	18	14	13
7.	Staff development assistance in organizing instructional program.		7	25	14	7
8.	Staff development assistance in individualized reading and diagnostic techniques.	6	8	18	12	8
9.	Staff development assistance in developing materials for your assignment.	2	14	16	11	6

N = 53

* Indicates an overall positive response

As the results indicate, the overall attitude of the teachers toward the instructional program was positive.

During the 1970-71 school year, the individualized reading program was expanded to include grades one through four. Table 24 shows the pre- and post-total reading grade equivalent scores by grade within school. It should be noted that the pre-test was administered in October, 1970, and the post-test was administered in May, 1971. The Cooperative Primary Tests were administered in grades one and two, the Stanford Achievement Tests in grade three, and the Comprehensive Test of Basic Skills - Reading - in grade four.

TABLE 24

MEAN PRE- AND POST-TOTAL READING GRADE EQUIVALENT SCORES
BY GRADE WITHIN SCHOOL

Grade	School														
	Compton			Grape			111th Street			102nd Street			Ritter		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
1	1.3	1.9	.6	1.5	1.7	.2	1.0	1.7	.7	1.2	1.9	.7	1.3	1.8	.5
2	1.7	1.9	.2	1.5	2.1	.6	1.9	2.3	.4	1.7	1.8	.1	1.7	1.9	.2
3	2.1	2.6	.4	1.9	2.3	.4	2.3	3.3	1.0	1.9	2.3	.4	2.2	2.8	.6
4	3.1	3.6	.5	2.2	2.9	.7	2.6	4.0	1.4	2.9	3.5	.6	3.0	3.5	.5

From the data analyses, it can be concluded that grades three and four at 111th Street Elementary School attained the pre-specified proficiency of a one-year growth level. Also, it should be pointed out that grade one at 111th Street and 102nd Street Schools, and grade four at Grape Street School came very close to meeting the proficiency level of one month's achievement for each month of school, since only eight months of school were represented between the pre- and post-test administrations.

An additional analysis was conducted on the 1970-71 reading achievement data to determine if there was a relationship between a student's reading achievement level and whether or not he had participated in the Jordan Individualized Reading Program one or two years. Table 25 shows the data from this analysis. It should be noted that for grade four, only post-scores were utilized.

TABLE 25

MEAN READING ACHIEVEMENT SCORES FOR ONE- AND TWO-YEAR STUDENTS IN THE INDIVIDUALIZED READING PROGRAM

School	One Year Grade											
	First			Second			Third			Fourth		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Voc.	Comp.	Total
Compton	N=29			N=20			N=42			N=20		
	1.2	1.9	.7	1.8	1.8	.0	2.1	2.6	.5	4.0	3.8	3.9
Grape	N=77			N=42			N=61			N=51		
	1.5	1.7	.2	1.3	2.0	.7	1.9	2.2	.3	3.3	2.7	2.9
111th Street	N=42			N=42			N=52			N=55		
	1.0	1.7	.6	1.8	2.4	.6	2.2	3.3	1.1	4.3	3.7	4.1
102nd Street	N=94			N=51			N=89			N=39		
	1.1	1.9	.8	1.5	1.4	.1	1.9	2.3	.4	3.7	3.7	3.7
Ritter	N=18			N=12			N=24			N=8		
	1.4	1.8	.4	1.4	1.7	.3	2.2	2.8	.6	3.6	3.5	3.5

Two Years Grade											
First			Second			Third			Fourth		
Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Voc.	Comp.	Total
	N=31			N=30			N=19			N=55	
1.4	1.9	.5	1.7	1.9	.2	2.0	2.4	.4	3.7	3.3	3.5
	N=27			N=50			N=42			N=66	
1.5	1.8	.3	1.7	2.2	.5	2.0	2.4	.4	3.3	2.9	3.0
	N=82			N=78			N=43			N=108	
1.1	1.8	.7	1.9	2.2	.3	2.3	3.2	.9	4.3	3.8	4.0
	N=65			N=70			N=34			N=135	
1.3	1.9	.6	1.3	1.5	.2	2.1	2.4	.3	3.6	3.3	3.4
	N=26			N=20			N=8			N=46	
1.3	1.8	.5	1.8	2.1	.3	2.2	2.7	.5	3.7	3.3	3.5

From the table, it appears that no appreciable gains occurred between the one and two year students. Also, the post-scores between the one- and two-year students do not differ significantly.

MINI-SCIENCE CENTER

A. Component Description

The Mini-Science Center was a mini-grant which was initially funded during the 1969-70 school year as a pilot program and became a regular Jordan Educational Complex program component during 1970-71 school year. The Mini-grant program provided readily available funds for teachers, administrators, and community groups to propose innovative and creative solutions to common and persistent teaching and learning problems in a given classroom or school. It provided an avenue to attack "front-line" problems that may be solved or reduced by planning and action at the classroom or school level. The Mini-grant program generated expanded community and school staff participation in the process of educational decision-making. These were final decisions made by lay citizens to involve monetary allocations.

A Mini-Science Center served five elementary schools in the Jordan Complex. A shuttle bus was provided to transport students to the Science Center. A full-time science teacher coordinated pupil instruction, teacher workshops, and volunteer students majoring in science from the University of Southern California who received college credit for work with individual pupils and assisting classroom instruction.

The program was cooperatively developed with parents, teachers, and administrators to broaden awareness of specific science concepts around a unit of instruction. Prior to the initiation of each science unit, the science teacher conducted workshops to orient teachers to the varied materials and approaches which were presented to their pupils on visits to the Science Center. At the conclusion of a science unit for a given grade level, teachers administered science tests according to a pre-arranged schedule

The Mini-Science Center was one approach to providing a meaningful comprehensive reading program by encouraging reading in content areas. Through this science program, children were motivated to research concepts presented in the science laboratory and develop their own individual projects as an outgrowth of their science experiences. A child was able to make a series of inter-connected discoveries about his physical and social environment where the reward might be the next investigation. This provided an opportunity to develop proficiency in organizational, research and study skills. Teachers were able to capitalize on this added enthusiasm to prescribe broadening reading experiences for each child. This program provided another avenue toward developing self-propelled and self-activated learners.

The following factor was incorporated into this component:

Student - Content - Cognitive

B. Overall Objectives

During the 1970-71 school year, the objective of the Mini-Science Center Component was to increase the students' knowledge of selected science concepts.

C. Statistical Results

In April, 1971, students in grades one through six were tested on their knowledge of twenty science concepts that had been taught to them during the school year at the Mini-Science Center.

Table 26 displays the average percent correct by grade within school.

TABLE 26

PERCENT OF ITEMS CORRECT ON THE SCIENCE CONCEPTS TEST

Grade	School									
	Compton		Grape		111th Street		102nd Street		Ritter	
	N	%	N	%	N	%	N	%	N	%
1	76	34.0	108	33.0	131	37.0	98	40.5	--	--
2	79	40.0	118	41.5	122	35.0	88	42.0	40	30.5
3	67	37.5	119	38.0	95	54.0	141	63.5	24	77.5
4	50	39.0	124	44.0	127	37.0	81	59.0	46	74.5
5	112	39.0	75	38.5	82	60.5	94	67.0	23	77.0
6	63	39.5	26	38.0	66	42.5	22	37.0	45	39.0

The results show that no grade within any of the five schools attained the proficiency level of at least an 80% average score. However, Ritter School came very close in grades three through five.

ARTICULATION COUNSELOR

A. Component Description

The Articulation Program served the function of providing an easier transition for sixth graders into the seventh grade through an orientation program that attempted to (1) instill within the sixth graders a positive attitude toward junior high school, and (2) provide a greater knowledge of that information which is necessary in order to participate in a junior high program. In addition, a counseling program was provided to the seventh graders for the purpose of alleviating any problems that might arise once the students began their participation in the junior high program.

During the 1969-70 and 1970-71 school years, Articulation operated at all levels including such activities as: (1) sending memoranda, honor roll, unsatisfactory lists, and announcements of special programs and events to all elementary schools contributing to the junior high, (2) visiting each sixth grade class separately assisted by graduates of the given elementary school where he distributed such information as personnel lists, bell schedules, maps of school plant, program cards, etc., also shows slides and presented locker demonstrations, (3) scheduling and organizing all-day visitations to the junior high for sixth grade pupils and their teachers which included matching sixth and seventh grade students academically, selecting student leaders through a survey of academic records and evaluating days experience with pupils and teachers, and (4) providing individual and group counseling and administering reading tests for more effective placement of elementary pupils at the junior high level.

The following factors were incorporated into this component:

1.	Student	-	Content	-	Cognitive
2	Student	-	Organization	-	Affective

B. Overall Objectives

Over the three years, the general objectives of the Articulation Counselor Component were to:

1. provide an easier transition for sixth grade students from elementary to junior high school.
2. develop a positive attitude in the seventh grade students toward junior high school.

C Statistical Results

During the 1969-70 school year, information regarding the attainment of the objectives was collected in the form of descriptive comments which suggested that they were accomplished.

However, during the 1970-71 school year, attitude and content-oriented instruments were administered to the sixth and seventh grade students. (See Appendix D for copies of the instruments.)

In general, the sixth grade students tended to reflect a positive attitude toward selected elements in junior high school and displayed above average knowledge of the junior high program. Table 27 shows the results of the Sixth Grade Orientation Test.

TABLE 27

RESULTS OF THE SIXTH GRADE ORIENTATION TEST

School	Mean Percent Correct
Compton	81.8%
Grape	78.7%
111th Street	70.7%
102nd Street	70.4%
Ritter	87.6%

As for the seventh grade students who had participated in the counseling program and/or orientation program, their attitudes toward junior high school tended to be quite positive. Table 28 shows the results of the Seventh Grade Attitude Survey.

TABLE 28

RESULTS OF THE SEVENTH GRADE ATTITUDE SURVEY

Item	Mean Response	Yes	No
1	4.46*		
2	3.87		
3	4.57*		
4	4.08*		
5	2.61		
6		424*	95
7		497*	27
8		492*	32
9		431*	80
10		383*	137

* Reflects a positive response

GUIDANCE CENTER

A. Component Description

The high school Guidance Center served the entire Jordan Educational Complex community by providing full-time and part-time job information and placement, educational and career planning, apprenticeship training, letters of recommendations, referrals for financial assistance for students and tutorial assistance, referrals to the Department of Human Resources, and Job Opportunities Programs.

Locating sustained employment for terminal drop-outs continued to be the greatest challenge. However, some personnel managers became more responsive in their understanding of social and psychological problems of economically deprived youth.

Throughout each year, the Guidance Counselor worked with seniors, graduates, and terminal drop-outs. Areas of emphasis included: (1) contacting potential employers and job placement agencies, (2) solving vocational problems, and (3) furthering educational advancements.

During the 1969-70 and 1970-71 school years, the Guidance Consultant (1) sent letters to graduating class, followed up on individual counselees by telephone, home or job visitation, and recorded data, (2) advised seniors and recent graduates about employment and interview procedures, collected and disseminated job information by personal or telephone contacts, (3) telephoned and/or visited places of employment and job referral agencies, arranged recruitment conferences, counseled and referred counselees to job opportunities, and followed up on the number of successful employments, and (4) provided counseling to recent graduates on advanced educational opportunities, vocational training, career planning, and self-improvement.

1.	Student	-	Organization	-	Affective
2.	Student	-	Content	-	Affective
3.	Student	-	Method	-	Affective
4.	Student	-	Facilities	-	Affective

B. Overall Objectives

Over the three years, the general objective of the Guidance Center Component was to provide high school seniors, graduates, and drop-outs with vocational and educational guidance for continuing their education and/or obtaining proper employment.

C. Statistical Results

For the 1969-70 school year, information regarding counseling and guidance services was collected in the form of descriptive comments. However, these comments suggested the attainment of the above objective.

During the 1970-71 school year, accurate records were kept with respect to the number of people counseled and percent of success in either finding employment for a given counselee, enrolling him in a skills center or community college, or getting him to return to school.

Of the graduates contacted from the graduating classes of 1968-69, plus forty-three that graduated prior to 1968, 71.6% were either in school, employed, or in the military.

As for the seniors that were contacted, 68% identified some kind of career goal.

These results tend to reflect a very high success factor for the Guidance Center Program.

EXPANDED EDUCATIONAL EXPERIENCE

A. Component Description

Bus trips were provided as a vital component in the total individualized reading program. In order to succeed in school, children needed a reservoir of real experiences to be able to visualize and verbalize concepts essential to capitalize on transfer of learning. Excursions by bus have been a way to narrow this learning gap for economically disadvantaged pupils.

Two buses served the Jordan Educational Complex. One bus was used as a shuttle bus for the Mini-Science Center serving the five elementary schools. The other bus was used by all seven schools in the Jordan Complex during school days, evenings, and weekends to broaden each pupil's scope of awareness. Teachers have taken the initiative to move beyond selecting just trips listed on the District's approved list. Thus, they have been able to provide wide variety in opportunities for attendance at special exhibits, concerts, theatrical performances, other communities in Southern California, industries, museums, deserts, mountains, beaches, conferences, and schools. As a result, many worthwhile experiences have been provided for students in the Complex.

During the 1970-71 school year, teachers (1) scheduled from one to six journeys for their classes, (2) prepared their classes for each trip, and (3) conducted follow-up discussions.

The following factor was incorporated into this component:

Teacher - Method - Affective

B. Overall Objective

The overall objective of the Expanded Educational Experience Component was to increase the teachers' value toward school journeys designed to increase the students' mastery of concepts essential for success in reading.

C. Statistical Results

Data concerning this component were available only for the 1970-71 school year. These data were in the form of teacher attitudes toward the expanded educational experiences as they related to increasing the students':

1. interest in reading
2. writing skills
3. observation skills
4. language skills

Table 29 shows the results of the data analysis.

TABLE 29

MEAN RESPONSES ON THE EXPANDED EDUCATIONAL EXPERIENCE ITEMS FROM THE STAFF QUESTIONNAIRE

Item	School				
	Compton	Grape	111th Street	102nd Street	Ritter
Interest in Reading	3.45	4.40*	4.05*	3.71	4.10*
Writing Skills	3.20	4.47*	3.79	3.57	3.78
Observation Skills	3.75	4.53*	4.24*	4.14*	4.20*
Language Skills	3.80	4.59*	4.36*	4.14*	3.90

* Reflects a positive response

According to the results, the teachers apparently felt that the expanded educational experiences were of value in (1) increasing the students' interest in reading (2) increasing the students' observation skills, and (3) increasing the students' language skills.

FAMILY CENTERS

A. Component Description

Two Family Center facilities were located on two elementary school sites in the Jordan Complex. They were community centers designed to be a central meeting place for educational and social needs of the entire Jordan Complex community. Two teacher consultants, six teachers, and five education aides composed the staff of these two Family Centers coordinated by the adult education principal at the Jordan Community Adult School. The hours of operation are 9:00 a.m. to 9:00 p.m. weekdays and for special activities open on Saturdays or Sundays. Child care was provided when needed for parents participating in classes.

Program emphases included: (1) parent-child, family, vocational, and educational counseling, (2) family and community activity programs such as: forums, lectures, discussions, family field trips (cultural and educational), (3) classes in child growth and development, home management, consumer education, clothing, millinery, nutrition, cooking, and (4) job training such as classes in basic education, clerical skills, and para-professionals.

The Family Center Program has attempted to broaden parents' knowledge of child growth and development and problem solving to help them raise children who: (1) are more receptive to school and to learning, (2) have a more positive self-image, and (3) have higher levels of aspiration.

The following factors were incorporated into this component:

1. Family - Content - Cognitive
2. Family - Content - Affective
3. Family - Method - Cognitive
4. Family - Method - Affective

B. Overall Objectives

Over the three years, the general objectives of the Family Center Component were to:

1. increase the parents' knowledge of family management and/or skill development.
2. increase the parents' and students' attitudes toward the counseling program.

C. Statistical Results

During the 1969-70 school year, a number of questions concerning the classes were asked of the participants. Table 30 displays their responses.

TABLE 30

RESPONSES TO SELECTED QUESTIONS ON THE FAMILY CENTER CURRICULUM

Question	Response			
	Poor	Fair	Good	Superior
How would you rate:				
*1. your attendance?	2	4	33	21
*2. the instructor?			20	40
*3. the class?		5	30	25
*4. the equipment and materials?	2	6	32	20
*5. your class performance?	1	5	39	15
			Yes	No
6. Would you recommend the class to a friend?				
*Parent pre-school			14	0
*Clothing			16	0
*Millinery			11	0
*Math and Handwriting			9	0
*Sewing			5	0
*Homemaking			7	0

*Reflects a positive response

As the data indicate, the participants in the Family Center during the 1969-70 school year had a very high attitude toward both the classes offered and their own attendance and performance within the classes.

During the 1970-71 school year, an assessment was again made of the participants' attitudes toward various courses and skills offered at the Family Centers. Table 31 shows the results. (See Appendix E for a copy of the instrument.)

TABLE 31

RESULTS OF FAMILY CENTER QUESTIONNAIRE

Item	Family Center					
	Grape	111th Street	Grape		111th Street	
			Yes	No	Yes	No
1	1.17	2.59				
2	1.62	2.53				
3	1.17	2.66				
4	1.18	2.42				
5	3.37	3.00				
6	4.62*	3.77				
7	4.41*	3.68				
8	3.11	2.50				
9	2.00	2.24				
10	1.50	2.13				
11*			23	5	64	1
12			0	0	5	5

* Reflects a positive response

Since the maximum score on items 1-13 was five, the overall parent attitudes were not positive. This may account for the fact that very few courses had 80% or more of the parents completing an objective and/or having an 80% or more attendance record.

Over the total 1970-71 school year, 48 students were referred for counseling. Table 32 shows the behavioral changes.

TABLE 32

SUMMARY OF RESULTS OF THE COUNSELING PROGRAM

Behavioral Change	Number of Students
Regressed (1)	0
No Change (2)	3
Improved (3)	33
Problem Resolved (4)	12

The mean change was $\bar{X} = 3.2$, which falls between the categories of Improved and Problem Resolved.

APPENDICES

APPENDIX A

Jordan Advisory Board Test

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
EDUCATIONAL COMPLEX

JORDAN ADVISORY BOARD TEST

School _____ Circle Years on Committee 1 2 3

Number of Children 1 2 3 or more

Grade 1 2 3 4 5 6 7 8 9 10 11 12

Circle (T) if statement is true, circle (F) if false.

1. Roberts Rules of Order is the main authority for parliamentary procedure. T F
2. Some motions don't need a second. T F
3. A simple majority carries a motion unless stated otherwise in the constitution or laws. T F
4. The Community Advisory Committee makes policy for the school. T F
5. The Garfield Educational Complex is composed of four schools. T F

Choose the best answer, then circle the letter for that answer.

6. Los Angeles Unified School District has
   a. 2 Zones
   b. 6 Zones
   c. 4 Zones
   d. 8 Zones
7. The Zone Decentralization Plan places control of school closer to
   a. The Central Office
   b. The Community
   c. State Government
   d. Federal Government
8. The Advisory Committee is composed of
   a. Parents, students, staff
   b. Staff only
   c. Staff and parents
   d. Staff and students
9. The Advisory Committee screens and approves
   a. School budget
   b. Zone budget
   c. Mini grants
   d. District budget
10. The Guidance Center works with students in
    a. Elementary School
    b. Junior High School
    c. Pre School
    d. High School

APPENDIX B

Leadership Training Instruments

JORDAN EDUCATIONAL COMPLEX

1. List three techniques for identifying the training needs of
   a.
   b.
   c.
2. List the three basic parts of a behavioral objective
   a.
   b.
   c.
3. List two basic differences between the learning styles of adults and children
   a.
   b.
4. List three reasons for evaluating a training program
   a.
   b.
   c.
5. List five activities now being conducted as part of the Complex program
   a.
   b.
   c.
   d.
   e.
6. State the name of the Zone Superintendent for the Complex area
   a.
7. Under what title of what act is the Complex primarily funded
   a. Title
   b. Act

Code _____

JORDAN EDUCATIONAL COMPLEX

Please rate yourself on the following statements according to the scale.

Definitely	Probably	Uncertain	Probably Not	Definitely Not
1	2	3	4	5

1. _____ I feel I know enough to train the advisory committee members.
2. _____ I feel that the school staff really wants the committee members trained.
3. _____ I feel that I have adequate information about the Complex programs.
4. _____ I feel that the principal of the school I represent respects me.
5. _____ I feel that the committee members will accept me as their trainer.
6. _____ I feel that many parents in our community could do a better job of teaching our children than the teachers we now have.
7. _____ I feel that the committee in my school is doing a good job.

Please complete the following sentences.

With respect to training the committee members I am fearful of

I think my strongest area will be

I think my weakest area will be

Code _____

APPENDIX C

Staff Development Assessment

Instrument

LOS ANGELES UNIFIED SCHOOL DISTRICT
JORDAN EDUCATIONAL COMPLEX
STAFF DEVELOPMENT ASSESSMENT

-When a person is recalling facts, he is operating on the (1) _____ level.

a. comprehension
b. application
c. knowledge
d. synthesis

-Energy is a variable of the (2) _____ domain.

a. cognitive
b. affective
c. psychomotor
d. none of these

-Pupils should have access to many self-checking materials in an individual program. (3) True _____ False _____

-When a person creates or forms a new idea, he is (4) _____

a. evaluating
b. applying
c. analyzing
d. synthesizing

-Materials are appropriate if they are at the pupil's reading level and are related to instructional/personal needs and desires. (5) True_____False_____

-Books are the only instructional materials needed. (6) True_____False_____

-The pupil is a variable of the (7) _____ Dimension.

a. Behavioral
b. Instructional
c. Educational
d. Institutional

-A goal is (8) _____

A behavioral objective is (9) _____

-An effective learning objective must be stated in (10) _____ terms.

-Recently, learning has been defined as a change in the pupil's (11) _____

-Some conference questions should encourage the child to withhold (12) _____ _____ until he collects evidence on his opinions.

-Books which deal with rural themes should never be used in urban schools. (13) True _____ False _____

-A learning station should provide pleasure only. (14) True _____ False_____

-Authorities usually group perceptual reading skills into 3 categories. They are: (15) _____

-Dittoed worksheets might sometimes be used effectively in an individualized reading program. (16) True _____ False _____

-Multi-dimensional learning materials and activities are important in individualized instruction (17) True _____ False _____

-A vowel digraph is (18) _____

-A vowel diphthong is (19) _____

-Parent interviews are essential in an individualized reading program. (20) True _____ False _____

-In a truly individualized classroom, there should be at least (21) _____ books for individualized reading

-Monitoring a classroom program means (22) _____

_____

-The Education Aide should spend 60% of her time performing clerical duties. (23) True _____ False _____

-Staff development is important to individualized reading. (24) True_____False_____

-The (25) _____ dimension is that which describes the instructional program in terms of specific variables (of organization, content, methodology facilities)

-(26) _____ is defined as the matrix in which teacher and pupils are brought together so that instruction can take place.

-(27) _____ is defined as that structure or body of knowledge which is identified with the subject matter of a discipline and controls its inquiries.

-Formulate a question for each of the following skills.

Classify objects (28) _____

_____

reverse process classification (29) _____

_____

concept of same and different (3) _____

_____

cause and effect (31) _____

_____

-Define: a. self-contained classroom (32) _____

_____

b. departmentalization (33) _____

_____

c. cooperative teaching (34) _____

_____

-Goals are expressed in (35) _____ terms, whereas objectives are expressed in (36) _____ terms.

APPENDIX D

1. Sixth Grade Attitude Survey

2. Sixth Grade Orientation Test

3. Seventh Grade Attitude Survey

Los Angeles City Unified School District
Educational Complex

Sixth Grade Attitude Survey

School _____ Boy ____ Girl ____

Month enrolled in 6th grade _____ Date _____

Directions: Use a (No. 2) ordinary lead pencil. Each mark must be solid and black and must fill the answer space in order to be recorded. If you erase, erase neatly and cleanly.

Print the information at the top of the form. Read each question then answer to the best of your ability.

	Does Not Apply 1	Never 2	Some-times 3	Fre-quently 4	Always 5
I BELIEVE:					
1. junior high students like having 7 teachers.					
2. junior high students are friendly.					
3. opening lockers causes students to be tardy to class.					
4. filling our junior high forms is helpful to me.					
ANSWER YES or NO				YES	NO
5. I look forward to going to junior high school					
6. Some students are concerned about getting lost in junior high school.					
7. I plan to join a school club or group.					
8. I will like having more freedom in junior high school.					
9. More freedom in junior high school means more responsibility.					

Los Angeles City Unified School District
Educational Complex

Sixth Grade Orientation Test

School _____ Boy ____

Month enrolled _____ Girl ____
(in 6th grade)

Circle (T) if statement is true, circle (F) if false.

1. Junior high school students should bring paper and pencil to school every day. T F
2. Students must dress for Gym. T F
3. More freedom means students will have more responsibility. T F
4. You should tell your best friend your locker combination T F
5. School lockers have 3 number combinations, for example: 35-9-14 T F

Choose the best answer, then circle the letter for that answer.

6. After being absent from school, you should bring a note from home to the
   a. principal's office
   b. counselor's office
   c. attendance office
   d. math teacher
7. If your program has two periods of math on the first day of school, you should
   a. do nothing
   b. select the one you like
   c. attend both math classes
   d. take program to counselor's office
8. The elective for seventh graders is
   a. print shop
   b. typing
   c. music
   d. French
9. Before you can go home for lunch you must have
   a. note from teacher
   b. pass from attendance office
   c. both of above
   d. neither of above
10. The person I can always see in junior high is
    a. Mrs. Thede
    b. Mrs. White
    c. Mr. Taira
    d. Miss Donahue

Los Angeles City Unified School District
Educational Complex

Seventh Grade Attitude Survey

School _____

Elementary School Attended _____ Boy ____ Girl ____

Date Enrolled in 6th Grade _____ Date _____

Directions: Use a (No 2) ordinary lead pencil. Each mark must be solid and black and must fill the answer space in order to be recorded. If you erase, erase neatly and cleanly.

Print the information at the top of the form. Read each question then answer to the best of your ability

		Does Not Apply 1	Never 2	Some-times 3	Fre-quently 4	Always 5
1	Junior High students like having 7 teachers.					
2.	Junior High students are friendly.					
3.	The food at Junior High is better than at Elementary.					
4.	Teachers listen to you when you have questions.					
5.	Seventh grade students frequently get lost.					
	ANSWER YES or NO				YES	NO
6.	It is easy to talk to my teachers					
7.	I like having more freedom in Junior High.					
8.	More freedom means students have more responsibility.					
9.	My visit to Junior High in the 6th grade was helpful.					
10.	I belong or plan to join a school club or group.					

APPENDIX E

Family Center Questionnaire

Los Angeles City Unified School District
Educational Complex

Family Center Questionnaire

Number of Children ____

Grade of Children
PreSchool K 1 2 3 4 5 6 7 8 9 10 11 12

Center _____

Directions: Use a (No. 2) ordinary lead pencil. Each mark must be solid and black and must fill the answer space in order to be recorded. If you erase, erase neatly and cleanly.

Complete the information at the top of the form. Read each statement then answer to the best of your ability.

You have been taking classes in the Family Center, now we want you to tell us how you feel about the classes by answering the statements below. If the statement does not apply, mark under "Does Not Apply" column.

	Does Not Apply	Never	Some-times	Fre-quently	Always
1. I gained knowledge in understanding my child					
2. I learned new ways to work with my child.					
3. I saw improvement in my child's ability.					
4. I improved my skills in planning family meals.					
5. I improved my skills in management of family finances.					
6. I improved my basic skills in clothing construction.					
7. I improved my skills in making accessories.					
8. I improved my basic education skills.					
9. I improved job skills.					
10. I improved my skills in making knitted garments.					

ANSWER YES or NO	YES	NO
11. Are you able to practice at home what you have learned?		
12. Do you feel the Family Center has brought the home and school closer together?		

13. List department in which you took classes _____

_____

_____

Comments: _____

_____

_____